



Lewis & Clark Caverns State Park Indian Education For All Lesson Title

History "Rediscovered"

Content Area

History; Social Studies

Grade levels

11th/12th

Duration

2 class periods

Goals (Montana Standards/Essential Understandings)

Essential Understanding 6: History is a story and most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.

Social Studies Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks: Upon completion of this lesson, students will be able to accomplish the following:

1. Select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States.
2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other.
3. Apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues.

Introduction and Historical Background

Lewis & Clark Caverns State Park (LCC) is located in Cave Mountain, high in the mountains overlooking the Jefferson River valley. While the park is named after the two leaders of Corps of Discovery (1805-07), Meriwether Lewis and William Clark, there is no record that they knew about the caverns. For hundreds, if not thousands, of years, Indian people traveling east and west through the Jefferson River valley passed close by

the caverns and probably knew of them. Just upriver from Cave Mountain the valley closes into a tight canyon, causing these early prehistoric people to make their way over and through the mountains just north of the caverns' entrance.

Historian L. W. Link wrote of talking to a Blackfoot Indian in the 1960s, whose grandmother had told him stories of their family members using the Jefferson valley trail and then the mountain trail to get to the area now called the Missouri River headwaters, or the Three Forks, and then on to the plains to the east. Archaeologists have found several human occupation sites along the trail over the mountains. These include tipi rings, fire hearths, and artifacts such as projectile points, bone tools, and pottery shards. Many other Indian peoples presently living in Montana used the trail through Jefferson Valley and over the mountains to the Three Forks and the eastern plains. These included Salishes, Crows, and Dakotas (Sioux).

Beginning in 1808, and following the Corps of Discovery, white fur trappers including John Colter came to the area. Jim Bridger trapped beaver and other furbearers in the Jefferson River valley into the 1840s. In 1851 several Indian Nations and the United States Government met at Fort Laramie, Wyoming, and negotiated a treaty, which was ratified by the U.S. Senate the following year and became law. The treaty stipulated that the lands comprising the Jefferson River valley and mountains around it were within the "territory of the Blackfoot [sic]." The 1855 Lane Bull Treaty (ratified and became law in 1856) between the Blackfoot Nation and the U.S. Government stipulated that the territory outlined in the 1851 treaty, "shall be the territory of the Blackfoot Nation, over which said nation shall exercise exclusive control, excepting [that certain areas east of the Rockies] shall be a common hunting-ground for ninety-nine years to other tribes for the purpose of hunting." In addition, Article 8 of the treaty stipulated that the

United States may, within the countries respectively occupied and claimed by [the Blackfeet], construct roads of every description; establish lines of telegraph and military posts; use materials of every description found in the Indian country; build houses for agencies, missions, schools, farms, shops, mills, stations, and for any other purpose for which they may be required, and permanently occupy as much land as may be necessary for the various purposes above enumerated, including the use of wood for fuel and land for grazing, and that the navigation of all lakes and streams shall be forever free to citizens of the United States.

This provision in the Lane Bull Treaty allowed for the settling of the Jefferson River valley in the early 1860s by white immigrants, even as it also provided that the lands would be reserved for Indian hunting for an additional 99 years. In the 1850s and '60s gold was discovered in southwestern Montana, and miners streamed to the area. The first Homestead Act of 1862 had little effect on the area. An act of Congress in 1887 took away the rights of the Blackfeet and other tribes to hunt on these lands. The act also opened the land for settlement. But it was not until the Enlarged Homestead Act of 1909 that sizeable numbers of people began homesteading in the Jefferson valley. The U.S. Census Bureau reports that by 1900, 5,330 people lived in all of Jefferson County. In 2004, the population was 10,870.

Overview

Students should be provided an overview of the history of the Jefferson Valley—from prehistory, or ancient times, through the Lewis and Clark Expedition, and early white settlement. It is generally understood, that students know this history because it is

generally what is taught in schools. This lesson plan puts this local history into the context of a regional history. While once, Blackfeet and other indigenous people occupied and enjoyed the Jefferson River valley and its bountiful resources, a time came when they were forcibly prevented from doing so. This lesson plan concerns that intersection of history, when some of our citizens (white ranchers, farmers, miners, businesses, etc.) gained greatly, and some of our citizens-to-be (the Blackfeet and other Indian peoples) lost greatly. Moreover, the lesson plans concerns that bridge from the past to the present, and the realization that, while we are today all citizens of the same country and the same state, inequalities still exist.

In this lesson students will:

1. Explore treaty making, the process by which most of the lands that were once “the territory” of the Blackfeet, became the lands of the United States government and its predominately white citizens.
2. Examine treaties and other legal documents, such as Executive Orders and Acts of Congress, and try to understand the perspectives of both the Blackfeet and the United States.
3. View maps to observe how Blackfeet lands shrunk over the decades.
4. Explore the contemporary culture of the Blackfeet tribe.

Materials or Resources Needed

Class Period 1: Treaties

1. The document “Treaties.” Download from the Internet website of Houghton Mifflin Encyclopedia of North American Indians. URL: http://college.hmco.com/history/readerscomp/naind/html/na_040100_treaties.htm
2. Access the Internet website of the *Life Long Learning Project*, “Trailtribes.org traditional and contemporary native culture: The Blackfeet.” URL: <http://www.trailtribes.org/greatfalls/home.htm>. Read sections under the subtitle: “Relations with the U.S.” Find and read synopses of documents (listed in No. 3, below) outlining legal relations between the Blackfeet Nation and the US Government.
3. Access the following documents (HINT: in a search engine, type in the name of the Treaty, EO, or Act, and the word “Kappler”):
 - Treaty of Fort Laramie (1851)
 - Lame Bull Treaty (1855)
 - Treaty of Fort Laramie (1868)
 - Executive Order of 1873
 - Acts of Congress of 1874, 1887, and 1895.

Class Period 2:

1. Jefferson River Valley white settlement history...

Yale University. “The Dawes Act (1887): An Act to Provide for the Allotment of Lands in Severalty.” The Avalon Project: Statutes of the United States Concerning Native Americans. Website URL: <http://www.yale.edu/lawweb/avalon/statutes/native/dawes.htm>

Montana Historical Society Education Office. “Student Narrative on Treaties, Reservations & Allotment,” pp. 32-36. A New Way to Learn: User Guide. Website URL: www.his.state.mt.us/education/footlocker/ToLearn.pdf

Montana Historical Society Education Office. "Teacher Narrative on Treaties, Reservations & Allotment," pp. 22-27. A New Way to Learn: User Guide. Website URL: www.his.state.mt.us/education/footlocker/ToLearn.pdf

Montana Department of Commerce and the Montana Historical Society, Travel Montana. William E. Farr "Going to Buffalo: Indian Hunting Migrations across the Rocky Mountains, Part 2: Civilian Permits, Army Escorts." Website URL: http://visitmt.com/history/Montana_the_Magazine_of_Western_History/spring_summer_04/Farr.htm

Montana Department of Fish, Wildlife and Parks, Lewis & Clark Caverns State Park website URL: http://fwp.mt.gov/lands/site_281895.aspx

Activities and Procedures

Benchmark:

1. Select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States.
 - a. Do one of the following:
 - i. As a class, visit the visitors welcome center at the LCC and read primary documents (letters, journals, newspapers, etc.) of white settlers in Jefferson River Valley
 - ii. As a class, visit the Jefferson Valley Museum, Whitehall, Montana, and peruse primary documents (letters, journals, newspapers, etc., of white settlers), artifacts, and other objects relating to the white settlement of the valley
 - iii. Invite an Interpretive Specialist or Tour Guide from LCC to come to your school and present summaries of these documents and other similar information
 - b. Using computer and Internet obtain the Fort Laramie Treaty of 1851 and find in the treaty a description of the borders of the land area negotiated for the Blackfeet by the Nation and the US Government (hint: using a search engine, type in Kappler¹ + treaty name)
 - c. Using computer and Internet obtain other treaties, Executive Orders (made by a US President), and Acts of Congress important to the Blackfeet: The_Lame Bull Treaty of 1855, Executive Order of 1873 (Blackfeet), and Acts of Congress for 1874, 1887, and 1895 (hint: using a search engine, type in the treaty, executive order, or act name + Kappler + Blackfeet)
 - d. Using computer and Internet a visual of land areas discussed in the treaties may be accessed at the URL: www.trailtribes.org Click on Blackfeet; scroll down the left, click on "The Shrinking Reservation;" scroll down the text and click on graphic "Changes to Blackfeet Reservation."

¹ Charles B. Kappler is the name of the editor of the series of Indian treaties, executive orders, and acts of congress pertaining to Indian nations' relations with the US Government

Benchmark:

2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other.

Benchmark:

6. Investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).

Benchmark:

7. Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction).
 - a. Teacher assigns students to small groups, then assigns each group a topic (one of the following or others listed on the website: trailtribes.org)
 - i. Since Time Immemorial
 - ii. Homeland of the Blackfeet
 - iii. Before the Long Knives
 - iv. The Long Knives
 - v. Making Treaties
 - vi. The Shrinking Reservation
 - b. Using computers and Internet, students peruse the website: trailtribes.org
 - c. Students discuss their topics within their groups
 - d. Students report to class their interpretations

Assessment

Using computers and Internet students will read the following selection from the *Encyclopedia of North American Indians*, "Laws of Indian Communities," URL: http://college.hmco.com/history/readerscomp/naind/html/na_019600_lawsofindian.htm

- a. Teacher leads a discussion of the class on the concept of "tribal sovereignty" in terms of the following:
 - a. Treaty
 - b. Plenary power
 - c. Self-determination
 - d. Indian Reorganization Act of 1934
 - e. Doctrine of Discovery
 - f. Major Crimes Act
 - g. Public law 280
- b. Teacher divides students into two groups, one representing the Blackfeet Nation and the other the United States (the US delegation might include high ranking army officers, Senators and Congressmen, Bureau of Indian Affairs officials, Catholic priests)
- c. The two groups assume sovereignty, or government to government relations: The Blackfeet have large parcels of land that the U.S. wants.